

WorkFirst High Performance Bonus

Innovative Project

2002 Nomination Form

Name of project (use separate form for each nomination): **High School WorkFirst**

Local Planning Area: **Klickitat County LPA**

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Project period (only projects operating between July 1, 2001 and June 30, 2002 will be considered): Feb, 1, 2002 - ongoing

An interagency committee with state and local participation will review your nomination. Please keep your submission to 3 pages of narrative -- the nomination packet must not exceed 3 pages of narrative plus the signature page. Let us know if additional materials, such as marketing tools, newspaper clippings, evaluations, etc. are available upon request. We may request this information before making a final decision on the bonus.

1.	<p>Describe your project. (This section will be scored as 25% of the total points awarded.) You may want to include:</p> <ul style="list-style-type: none"> • How does this project relate to the WorkFirst performance measures? • How many persons were served during SFY2002? Please list TANF and low-income persons separately. • If known, what was the cost per person served including operating and administrative costs? • What TANF purpose does this project address? The four purposes of TANF are on the WorkFirst website under Local Area Planning/ High Performance Bonus Awards/Expenditure Criteria at http://www.wa.gov/WORKFIRST/local/hpbacriteria.htm
	<p>The White Salmon CSO (Klickitat LPA) began an aggressive program of working with the 16 -17 and 18 year olds on tanf to keep them in school, making progress, and becoming productive young adults. The school drop-out and teen pregnancy's were noticeably high in Klickitat County. We hoped to keep students in school, out of trouble and progressing in their career plan. There is a requirement to case manage this group to keep them in school. The reason we felt the need to do this project, was that we were seeing an increasing large number of young people age 18, 19 and 20 that were school drop-outs and were pregnant, or young fathers to be, and we wanted to do intervention, before they would become regular tanf clients with children. Prevention and reduction of out-of-wedlock pregnancies among this age group is a primary concern.</p> <p>The project relates to WorkFirst performance measures in two ways:</p> <p>Caseload size- By doing intensive case management of these teens, we hope to keep them from returning to tanf as an adult. By changing their focus and helping them to succeed, we can reduce caseload growth.</p> <p>"Participation"- The participation requirements are: under age 19, and participating full time in a secondary educational school, meeting attendance requirements, and making satisfactory progress.</p> <p>We have worked with 28 students up to this point. All of them were on tanf, either from a WorkFirst family, or on tanf with a non-needy caretaker relative.</p> <p>Do not know the cost.</p> <p>The TANF purpose this project addresses is the prevention and reduction of out-of-wedlock pregnancies and to decrease the dependence of government benefits by keeping the children in school, and out of trouble, and making progress.</p>
2.	<p>What makes this project innovative? (This section will be scored as 50% of the total points awarded.) You may want to include:</p> <ul style="list-style-type: none"> • What need was addressed and for what population? • How was the project designed? • What impact was desired? • Was there a client focus? Employer focus? • What has been learned? • Did this project simplify the program or its operations? • How did you measure the success of this project?
	<p>The project began with a volunteer coordinator that put together a packet of information about the requirements of teens to stay in school. The volunteer went to each school and presented the program to principals and counselors on High School WorkFirst requirements. A system was set up where the schools would fax attendance sheets for these students we were working with every week. She worked</p>

	<p>with the school counselors in developing IEP's(individual education plans) for each student along with the parents. Also, she worked with the school counselors and the students that were credit deficient and linked them with the Workforce Investment Act program that works with credit deficient students. At the local high school, the coordinator would attend weekly teacher staffings for these students as well. Currently, we are getting weekly progress reports and report cards and if the student is failing or their grades are low, the case manager calls the teacher to discuss a plan on how to bring up their grades and then schedules an interview for the student and their parent.</p> <p>We have also had students that got in trouble over drugs, and have worked with their probation officer, the school counselor, the student, and the parents to set up drug and alcohol assessments and counseling and get them back in school. We have worked with credit deficient students that were trying to graduate, and worked with them weekly for a short period of time to get them back on track. The case manager has even helped them with a school project. We have had students with mental health issues that the intervention got them into mental health counseling and back in school doing well.</p> <p>We are measuring our success, by the changes in many of the students we are working with. The majority are still in school, making satisfactory progress, two are on schedule to graduate next June. None of them are pregnant, and those with drug and alcohol issues are staying out of trouble, clean and sober and doing well in school.</p>
3.	<p>Partnerships. (This section will be scored as 25% of the total points awarded.) You may want to include:</p> <ul style="list-style-type: none"> • What partners were involved in the design of this project? • What partners supported this program in ways that contributed to its success? • Did you bring in new partners for this project? • Did you add new resources—funds, person power, other-in-kind contributions? • Did this project strengthen existing partnerships?
	<p>This project involved many of our existing partners, and some new ones. The partners involved in developing this project were, Juvenile Probation, Comprehensive Mental Health, QUEST (drug & alcohol) Counseling, Worksource, Workforce Investment Act, Guided Path (homeless shelter), school principals and counselors, DCFS(CPS), Alternative School, and volunteers. The result was an expanded and strengthened partnership.</p>

Are additional materials available upon request? ☒ Yes ☐ No

Please email this form and mail or FAX an additional page with the signatures of the mandatory partners in your Local Planning Area. All partners must agree to nominate this project.

Nominations are due by 5:00 p.m., Tuesday, October 15, 2002 to:

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